



VICTORIA POLICE

ORU – Evidence Gathering Teams (EGT) Course Session Plan

Program Name: <i>Public Order Evidence Gathering Team (EGT) Course</i>	
Centre of Learning/Unit (Session Owner): <i>Operations Support Division</i>	Centre of Learning/Unit (Session Deliverer): <i>Operations Response Unit</i>
Session Name: <i>Protest Challenge / Role of the Observer</i>	
Session Duration: <i>40 mins</i>	Session ID: <i>Session Twelve</i>
Delivery Location: ☐ Academy ☒ Other (specify):	
Author Name: 33(1)	V or VP Number: 33(1)
Aim: To provide learners with the knowledge and understanding required to conduct the role of the 'Safety' officer and respond to challenges by members of the public	
Learning Outcomes: On successful completion of this session, learners should be able to: 1. Distinguish the role of the 'Observer' officer 2. Outline EG role when challenged by members of the public	
Resources/Equipment: - Classroom - Computer with mainframe access and MS PowerPoint - Overhead Projector and screen - Seating for all learners - Table or chairs with writing pad - Two trainers - Learners in dress of the day (IOEV required) - Writing Pad - Camera with Monopod - "Protest Challenge/Role of the Observer" PowerPoint	
Pre-session Preparation: OHS Inspection of the training facility completed ☒ Yes ☐ No Comments: - Risk Assessment in place for the venue and checked	

File location:

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- *Health and Safety Check of the working area – Suitable for session*
- *All trainers are first aid qualified*
- *Location of First Aid kits have been identified*

For Official Use Only

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Session Name: <i>Protest Challenge/ Role of the Safety</i>			
Delivery Method	Content	Delivery Resources	Time
Face to Face	During Knowledge Checks and De-briefs consideration should be given to utilising open style of questioning (Who, Why, What, Where, When, How) and Experiential Learning Cycle (ELC) to facilitate learning. Learners should be encouraged to ask questions at relevant times throughout the session. Trainers to meet and greet learners in the classroom. Trainers to make visual check to ensure all officers have appropriate resources (Writing Pad / Pen). Introduction Trainers will introduce themselves and the session Maslow - Trainer will go through relevant points from risk assessment, emergency evacuation procedures, location of first aid kits, welfare etc. Gestalt - Route map of session outlining Aim and Objectives. Knowledge Check - to cover overall subject to ascertain learner's levels of Knowledge / Experience. Open style of questioning (Who, Why, What, Where, When, How).		5 mins
Face to Face	Trainer is to present PowerPoint titled "Protest Challenge/Role of the Safety" to the learners	"Protest Challenge/Role of the Safety"	15 mins

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	<u>ROLE OF THE SAFETY</u> Trainer is conduct a knowledge check at the start of every slide and generate discussion by using open style questioning (5wh) to prompt involvement from learners. <u>SLIDE 1</u> Trainer is to discuss with the learners what the role of the Safety is. Trainer should consider using two learners to demonstrate the physical nature of the safety working in an EGT. <u>SLIDE 2-3</u> The role of the 'Observer' should cover	PowerPoint	
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Group Activity	31(1)(e)		
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Group Discussion	<u>EG CHALLENGES BY PUBLIC</u> <u>SLIDE 6</u> Trainers should talk about what happens when EGs are approached by members of the public. Given deployments will be very public events EG's should expect to be asked on numerous occasions what they are doing and why. Trainer should generate discussion from the learners by conducting a Q and A session in regards to what questions could arise during a deployment and how EG's should answer. Clear and concise answers will be required due to the nature of the role.		15 mins

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Group Activity	Questions could be asked whilst incidents are occurring or you could be required at a different location. A standard response of the following can be used by EG's. <i>"We are filming for the prevention and detection of offences"</i> (or similar) <u>SLIDE 7</u> Practical Exercise You have been deployed with your fellow EG to a situation of public disorder in Melbourne CBD when you are approached by a member of the public. The member of the public will continue to ask questions regarding why you are filming until the 'Safety' gives an appropriate response. This response should be clear and concise bearing in mind you could be asked multiple times during deployments. EG's must be sure they cover the questions asked without giving false or misleading information. If the role-player doesn't receive a satisfactory answer they should move towards the 'Lead'. This will not only cause the 'Observer' to rethink the answer originally given but look out for the safety of the 'Lead'. The role-player will keep asking questions until they are satisfied with the answers received. Trainers should step in if they believe learners will not give the appropriate answer at this stage of the course and will take a moment to explain what is required. During this exercise both parties should be aware of their surroundings and keep their eyes and ears open to what is surrounding them. Keep in mind that various groups could use this as a distraction technique. Given the role is still relatively new		
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	in Victoria Police there could be multiple people asking about the EG role, as they have not seen this previously. EGs are required to engage with the public in regards to any enquiries they receive about being filmed in a public place and should answer any questions as concise as possible. Why are you filming me, are you allowed to film me, is this for intelligence purposes and what happens to the footage will all be topics that are commonly asked.		
	Conclusion The trainer is to conduct a knowledge check with the learners to satisfy themselves all the learning outcomes have been met. Suggested questions could be; - What do you say when approached by a member of the public? - Name four tasks performed by the Observer? - Why is good communication essential? THANK THE LEARNERS FOR THEIR ATTENTION AND EFFORTS. GIVE THEM INFORMATION ON THE NEXT SESSION IN THE SEQUENCE.		5 mins

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